

In talking about this program, you might be adding to the \$138 million, but unless there is some specific program we are aiming at, which we are not doing today, and should be doing, I have a hard time seeing how the small addition to the present grant is going to do the tremendous job that you gentlemen, and all of us, would love to do if we could do it.

Would any of you care to comment on this?

Mr. BESSE. Did I understand your question, Mr. Congressman, to be limited to plans other than education?

Mr. TAFT. Yes; outside the educational area. In the educational area, I have had some other comments. Particularly, I would like to say with regard to Cuyahoga County and other counties in Ohio and throughout the Nation, certainly one of the problems is the complete imbalance of quality of the educational system within the county. You have several of the best, systems in the entire State, perhaps, in the entire Nation. I know this to be true. However, you also have some of the weakest and your central core city system apparently is in some difficulty from what you describe.

Mr. BESSE. Particularly the poverty area of the core city.

Mr. TAFT. Outside of the educational area, what are you thinking of under title II?

Mr. PUCINSKI. Would the gentleman yield for an answer here?

Mr. TAFT. I want the answer from the witness.

Mr. PUCINSKI. Perhaps it will help the witness—

Mr. FRELINGHUYSEN. Regular order, Mr. Chairman.

Mr. LANDRUM. Let us have regular order.

Mr. BESSE. We have in Cleveland, and now tested for 5 years, an independent agency that has as members certain school districts. It is called the educational research council. We believe that the educational research council, if we could finance it for the poverty areas of the city of Cleveland, could immediately launch a curriculum and teacher training program that would very substantially change the quality of education of those children who come from undercultured, underprivileged homes. This is one of the basic problems that at the beginning of the school system there are inadequate family background trainings for the youngster starting in school and they start from a handicapped base—

Mr. TAFT. Why would not a better way to handle this be to amend the various educational bills we are considering, and put in a specific provision authorizing appropriations for this kind of purpose rather than leaving this entirely in the hands of a Federal official who is going to be charged with many, many other areas not necessarily related to education?

Mr. BESSE. The educational research is only one aspect of it.

Mr. TAFT. Could you answer the question, I just interrupted with—

Mr. BESSE. Because I think there has to be single direction of a program to make it effective. I don't believe a lot of piecemeal attacks on it will help.

Mr. TAFT. I have a hard time understanding that from your printed testimony, Mr. Besse, because Mr. Shriver testified before us many times that he is only to be a coordinator. That he is not going to set up an entirely new department or bureaucracy. All he is going to